

The House of Education, AMBLESIDE.

"For the Children's Sake."

PATRONESSES:

The Duchess of Newcastle

The Lady Margaret Graham

The Lady Mary Wortley

VISITORS

Lady Kimball

Lady Aberdeen &c. &c.

PRINCIPAL:

MISS CHARLOTTE M. MASON,

Editor of the *Parents' Review*; Author of *Home Education*,
etc.

The Principal is assisted by a staff of duly qualified
MISTRESSES, and also by the following ladies and gentle-
men, specialists in their several subjects, who are good
enough to volunteer their aid:

The OBJECT of the HOUSE OF EDUCATION is to provide
for Women a special Training in the knowledge and the
principles which belong to their peculiar work, namely,
the *Bringing-up of Children*.

(ADVANCE PROOF.)

21p2 pnezul

It is needless to enlarge on the value of training in giving impulse and direction as well as knowledge and power; and a year's work on special lines should be of incalculable service not only to future mothers, but to all women, whose natural function it is to have the care of children.

The Students of the HOUSE OF EDUCATION are :

- (a) Ladies (young ladies especially) who undergo training to enable them to fulfil the more intelligently the calling of motherhood, or other guardianship of children to which they may be called. These need pass no preliminary examination.
- (b) Ladies who are, or who wish to become, governesses to older children. These should hold certificates of attainments. They will gain at the HOUSE OF EDUCATION knowledge of the principles of *Character-training*, of the laws of *Health and Physical Development*, etc., etc.
- (c) "*Tante*."* Ladies who are carefully trained for the good work of the early bringing-up of children. These need not hold certificates of attainments, but must pass an easy entrance examination, and must satisfy the Principal (or one of the Patronesses) that they are healthy, earnest, educated women of refinement and culture.†

CERTIFICATES, signed by the authorities of the HOUSE OF EDUCATION, will be awarded to successful Students at the close of the year's Training.

Students may enter at the beginning of either term.

TRAINING FEE for the year, £10. A low fee is fixed that no lover of children need be shut out by the cost of training.

A responsible lady takes supervision of each BOARDING HOUSE. These are :

- A. A capital house with accommodation for twenty Students : Board and Lodgings 20 gs. a year. This house is intended for Students who propose to teach and cannot afford heavy costs of training.

* German, with two syllables, 'a' as in 'aunt,' and 'e' as in 'slipper.' See description in *Parents' Review* for September, 1891.

† Mrs. Gordon, 61, Princes Gate, S.W., will interview intending Students for whom London is a convenient centre.

- 21p3 pnezul
- B. A house in the arrangements of which strict economy is less necessary : Board and Lodgings £45 or £70 a year, according as a student has a room to herself or shares it with another.

Other Houses will be added as they are found necessary.

The HOUSE OF EDUCATION is not under one roof. The Building containing lecture hall and class-rooms is distinct from the Boarding-houses.

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1. Knowledge of human physiology and of nursing, such as will fit her to take intelligent care of children in health, and to give intelligent help in sickness.
2. Knowledge of the principles of Education (as they are sketched out in *Home Education*, Kegan Paul & Co.)
3. Knowledge of the "nature-lore" children should possess.
4. Knowledge of the subjects of instruction proper for children, and of the right method and order of teaching each.

The HOUSE OF EDUCATION CERTIFICATE will be awarded only when the Student shows herself possessed of the—to adapt a phrase—enthusiasm of childhood, which makes all work of teaching and training heart-service done for God.

There are two terms in the YEAR OF TRAINING :

The "LONG TERM," from the middle of January till the beginning of July.

The "SHORT TERM," from the end of September till near Christmas.

The interest felt in this movement is so wide-spread that it will probably not be possible to supply the demand for "*Tante*," &c., at the end of our first year's work (Dec. 1892). Earnest and well-bred young people who are looking out for *good work* are entreated to offer themselves for training. The need of devoted co-workers in their labour of love is grievously felt by Mothers, especially by some of those of the upper classes whose engagements press heavily upon them.

APPLY TO THE SECRETARY.

12 p / p new

THE PARENTS' NATIONAL EDUCATIONAL UNION.

The HOUSE of EDUCATION,
AMBLESIDE.

"For the Children's sake."

Plato observes that "Man cannot propose a higher or holier object for his study than Education, and all that pertains to Education."

PATRONESSES :

The DUCHESS OF PORTLAND.
The DUCHESS OF SUTHERLAND.
The MARCHIONESS OF GRANBY.
The COUNTESS OF ERROLL.
The COUNTESS COMPTON.
The COUNTESS OF NORTHESK.
The COUNTESS OF ABERDEEN.
The COUNTESS OF DUDLEY.
The LADY MARGARET GRAHAM.
The LADY CECILY GATHORNE HARDY.
VISCOUNTESS FOLKESTONE.
VISCOUNTESS NEWPORT.
The LADY ALICE ARCHER HOUBLON.
The LADY MARY WOOD.
The LADY ISABEL MARGESSON.
LADY HASTINGS.
The Hon. LADY WELBY.
LADY GALTON.
MRS. BOYD CARPENTER.
MRS. J. W. BARDSLEY.
MRS. GRENFELL.
MRS. SCHOFIELD.
MRS. FRANCES STEINTHAL, etc.

VISITORS :

Mrs. DALLAS YORKE. The LORD BISHOP OF THE DIOCESE.

EXAMINING PHYSICIAN :

A. T. SCHOFIELD, Esq., M.D., M.R.C.S., and Member of the National Health Society.

EXAMINERS :

The REV. H. C. BEECHING, M.A. ; PRINCIPAL BARNET ; T. G. ROOPER, Esq., M.A., H.M.I. ; and the Examiners of the National Health Society.

PRINCIPAL :

MISS CHARLOTTE M. MASON.

TEACHERS :

MISS STIRLING, MISS AUSTIN BULL, MISS HUNTINGTON, MISS M. L. HODGSON, &c., &c.

The REV. C. J. BAYLEY, M.A., Vicar of the Parish ; A. JOHNSTON, Esq., M.D., and other friends kindly give teaching in Divinity, Hygiene, &c.

MRS. FRANCES STEINTHAL kindly undertakes the direction of the teaching of the Home Arts and Industries, as Bent Iron Work, Modelling, Basket Making, etc.

The OBJECT of the House of Education is to provide for women a special training in the knowledge and the principles which belong to their peculiar work, namely, the *bringing up of children*. It is needless to enlarge on the value of training in giving impulse and direction as well as knowledge and power ; and a year's work on special lines should be of incalculable service to all who may, in any way, be concerned in this great work.

The Students of the House of Education are :

- (a) Ladies (young ladies especially) who undergo training to enable them to fulfil the more intelligently any guardianship of children to which they may be called. These need pass no preliminary examination.
- (b) *Primary Governesses* : that is, ladies who desire to qualify as governesses to young children. These must pass an easy entrance examination, as a test of general knowledge.
- (c) *Secondary Governesses* : that is, ladies who wish to qualify as governesses to more advanced pupils. These should, as a rule, hold certificates of attainments, though such certificates are not indispensable.

French and German governesses who have undergone training at the House of Education are in very great request. So, too, are trained English Governesses who hold diplomas earned abroad.

Every facility is afforded to ladies who have studied at either of the Women's Colleges, and who desire to spend three or six months at the House of Education to gain some insight into the methods pursued.

Certificates will be awarded to successful students at the end of *One Year's* training.

There are two terms in the year of training :

The LONG TERM, from the middle of January till the middle of July.

The SHORT TERM, from the end of September to the middle of December.

Six weeks or more of the Long Vacation is spent by the Students in probationary teaching.

Applications for *Probationers* should be made early in the year.

Students may enter at the beginning of either term.

FEE for the year, £50, payable in advance in three instalments of £20, £15, and £15.

The only additional expense is £3 a year for books, materials, etc., payable in three instalments with the fees.

The students pay for their own washing.

The Committee of the *Parents' National Educational Union* exact a subsidy of £5 from each student who receives an appointment from the House of Education. This subsidy is payable in instalments during the first year of her engagement, to Henry Perrin, Esq., Hon. Sec., 8, Carlton Hill, N. W.

The House of Education is not under one roof. The building containing Lecture Hall and Class Rooms is distinct from the Boarding-houses. Each Boarding-house is under the supervision of a responsible lady, who trains the students in careful habits.

The students are examined for the Diploma of the National Health Society, which guarantees such knowledge of Human Physiology, Nursing, and "First Aid," as will fit the holders to take intelligent care of children in health and to give intelligent help in sickness; and will also enable them to teach on the lines on which they have themselves been taught.

The "NATURE LORE" CERTIFICATE assures a knowledge of Natural Science—Botany, Geology, Physiography, Natural History—which should enable the governess to gratify the intelligent curiosity of children, or, to introduce her older pupils to the delightful pursuits of the field naturalist.

The EDUCATION CERTIFICATE guarantees practical skill in teaching, some knowledge of the principles of Physical, Psychical, Ethical, Intellectual, and Religious Education; and that the student is able to train nerve and muscle, faculty, will, and conscience in such wise as to work towards the fullest development of the children committed to her care. It also certifies a knowledge of methods of teaching and of text books; and that the student is in touch with advanced educational thought;—as, for example, that she is able to teach modern languages on M. Gouin's method. It attests, too, that the student is trained to educate the hand by means of useful and delightful Home Arts.

In a word, the HOUSE OF EDUCATION CERTIFICATE (which includes all the above), testifies to the "all round" qualifications necessary to those who take in hand the education of children and girls up to the age of sixteen or seventeen. At that age the pupil should be ready to specialize, and the aid of the highly-qualified specialist should be called in.

The Certificate will be awarded only when the student shows herself possessed of the—to adapt a phrase—enthusiasm of childhood which makes all work of teaching and training heart-service done for God.

The interest felt in this movement is widespread, and it is not possible to supply the demand for governesses. Earnest and well-bred women who are looking out for good work are invited to offer themselves for training. The need of devoted co-workers in their labour of love is grievously felt by mothers, especially by some of those of the upper classes whose engagements press heavily upon them.

Apply to

THE SECRETARY,

HOUSE OF EDUCATION,

AMBLESIDE.

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"For the Children's Sake."

PATRONESSES :

The Duchess of Portland.	The Hon. Lady Welby.
The Marchioness of Granby.	The Lady Mary Wood.
The Marchioness of Stafford.	The Lady Hastings.
The Countess of Erroll.	The Lady Kinnaird.
The Countess of Northesk.	Mrs. Boyd Carpenter.
The Countess of Aberdeen.	Mrs. Carus-Wilson.
The Countess of Dudley.	Mrs. Dallas-Yorke.
The Lady Margaret Graham.	Mrs. Gordon.
The Lady Cicely Gathorne Hardy.	Mrs. Grenfell.
The Viscountess of Folkestone.	Mrs. Schofield.
The Viscountess of Newport.	Mrs. Steinthal.
The Lady Alice Archer Houblon.	

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(Author of *Home Education*).

In addition to the staff of duly qualified Instructors, ladies and gentlemen, specialists in their several subjects, are good enough to volunteer their aid for (honorary) lectures, weekly, or at longer intervals.

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HOUSE OF EDUCATION,

AMBLESIDE.

The House of Education.

EDUCATION AS BASED UPON NATURAL LAW.

To prepare Students for the practical working out of those PRINCIPLES OF EDUCATION indicated in *Home Education** is an important part of the Training offered. A synopsis of the contents of the work may give some idea of the educational course to be followed.

I.

SOME PRELIMINARY CONSIDERATIONS.

A method of Education—a way to an end. The child's estate. The Divine code of education. Offending children. Despising children. Hindering children. Conditions of healthy brain activity. "The reign of law" in education.

II.

OUT-OF-DOOR LIFE FOR THE CHILDEN.

"Sight-seeing." "Picture-painting." Flowers and trees. "Living creatures." Field-lore and naturalists' books. Children get knowledge by means of their senses. Children should be made familiar with natural objects. Out-of-door geography. The child and mother Nature. Out-of-door games, etc. Walks in bad weather. Children require country air.

III.

"HABIT IS TEN NATURES."

Children have no self-compelling power. What is "Nature?" Habit may supplant "Nature." The laying down of lines of habit. The physiology of habit. The forming of a habit—"Shut the door after you." Infants' "habits." Physical exercises.

IV.

SOME HABITS OF MIND. SOME MORAL HABITS.

The habit of attention. The habits of application, etc. The habit of thinking. The habit of imagining. The habit of remembering. The habit of perfect execution. Some moral habits—Obedience—Truthfulness—Sweet temper.

* Kegan Paul and Co.

V.

LESSONS AS INSTRUMENTS OF EDUCATION.

Kindergarten games and occupations. Reading. Writing. Arithmetic. Natural philosophy. Geography. History. Grammar. Latin. French. German. Music. Drawing, etc. How to teach "beginners" in these and other subjects.

VI.

THE WILL. THE CONSCIENCE. THE DIVINE LIFE
IN A CHILD.

VII.

THE RELATIONS BETWEEN SCHOOL LIFE AND HOME LIFE.
SCHOOL DISCIPLINE AND HOME TRAINING.

School, a new experience. Examinations. The playground. School government. Girls' schools. Home training, physical. Home training, intellectual. Home training, moral. The "awkward age." Home training, religious. Home culture, books. The art of reading aloud. The book for the evening lecture. Poetry as a means of culture. Table-talk. Aesthetic culture.

VIII.

YOUNG MAIDENHOOD. THE FORMATION OF CHARACTER
AND OPINIONS.

Culture of character. Liberty and responsibility. Conduct. Pleasure and duty. Opinions. Pursuits and occupations. Objects in life. Value of special training.

It is not easy to summarise our aims in a few words ; but in so far as the educational scheme—of which the House of Education forms a part—is a new departure, these are its guiding principles :

That all development, physical, moral, mental, spiritual, takes place in accordance with certain physiological laws.

That these "natural laws" are also divine laws.

That to be fully equipped for the task of training children, one should have intelligent and intimate knowledge of these laws and skill in their practical application.

This being so, certificates of attainments and testimonies as to personal qualities do not alone qualify the holder for the care and training of children.

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REPORT
OF
HER MAJESTY'S INSPECTOR OF SCHOOLS
ON
THE HOUSE OF EDUCATION,
AT AMBLESIDE.

On Saturday, November 20th, 1892, I visited Ambleside for the purpose of inspecting the House of Education which Miss C. M. Mason established there in the month of January in the same year.

OBJECTS. — Those Heads of families who have had occasion to engage the services of a Nursery Governess have not unfrequently found cause to regret it. . . . Miss Mason believed that among other ways of improving domestic education one of the most important would be to provide a course of training for young ladies which would enable them to act in the capacity of instructor, manager, and companion to children between the ages of five and thirteen, or, indeed, any age. It is certain that while parents not unwisely delegate a part of the training of their children to others, the aid which they may procure is more serviceable in proportion as the Governess possesses a sound training in the theory and practice of education.

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METHOD.—At the time of my visit there were thirteen young ladies undergoing a course of training at the House of Education. The course extends over a year, and is partly theoretical and partly practical. The students are concurrently acquiring principles and methods from competent instructors and applying them in a Practising School. It should be observed that it is no part of the plan of the House of Education to supply the students with a groundwork of education.

It is ascertained as a foundation of all that is done there that the students have already mastered the preliminary knowledge such as is common to all educated people, either at a High School, or at a Private School, or at home. The House of Education exists for the purpose of studying and applying the best methods of teaching, managing, and occupying children. No student therefore could profit by the training who is not possessed of sufficient mental culture to take up studies of this kind.

My inspection consisted of three divisions.

(1.) I was present at the instruction of the children in the Practising School by the student teachers.

(2.) I witnessed the instruction that was being given to the student teachers by the staff of mistresses attached to the House.

(3.) I visited the house in which the students reside and saw the arrangements which have been made for their comfort.

I will describe what I saw under three heads corresponding with the three divisions of my inspection.

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One of the mistresses gave a model lesson on the Sun. The instructress in Kindergarten Occupations gave a lesson on Paper-folding, in which she first showed the aim and object of it and then set the students to fold squares of paper accurately into various shapes. This exercise is perhaps the best introduction to elementary notions about space, and simplifies geometrical studies of all kinds. Madlle. Boudouresque gave a lesson in French. This lesson was oral, the object being to improve the accent rather than to impart a literary knowledge of the language, which most ladies possess. I was present at a lesson in Physiology and at another in Drawing. Among the specimens of Handiwork I noticed, besides plain and fancy needlework, a variety of basket-work.

III.—THE HOUSE AND ITS ARRANGEMENTS.

After inspecting the school, I visited the residence of the students. This was reached by a short walk along a foot-path through the meadows, with exquisite views of the grey and cloud-capped crags of the lake mountains which rose above the rich tints of the dead fern, the vivid green of the pastures, and the deep purple of the hollows. The residence of the students is a gabled house a little way out of Ambleside on the road to Rydal. It stands in a garden, and the sitting-rooms command a charming prospect of the lake scenery, putting me in mind of a saying of the late Mr. L. Nettleship to the effect that a visit to the Lakes was a part of every Englishman's education. I could not help feeling that a year spent in such surroundings would be a kind of education in itself.

The accommodation in this House appeared to me to be of the kind which most of those who devote themselves to the care of children in private families would find placed at their disposal. Mrs. Parker, who rents the House, arranges with Miss

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Mason to undertake the burden of house-keeping, and it appeared to me that the ladies would find no fault with her share in the Institution.

By residing at Ambleside the ladies are enabled to profit by a variety of useful instruction which is provided by the County Council, the Oxford University Extension Lectures, and the influence of Mr. Ruskin on private persons in this literary centre. In their lectures from Dr. Johnston they enjoy the intellectual stimulus of close intercourse with an able scientist. The Vicar of the Parish also gives instructions. The students have attended courses on Hygiene and Botany, which the County Council have started, and they learn practically, from a trained District Nurse, Ambulance and Nursing. They have also attended a short course in Physical Geography and Geology, given under the auspices of the Oxford University.

Competent authorities have conducted walks for the purpose of studying Natural History and Geology in the fields. Mrs. Firth, who has a large collection of photographs of pictures in the Italian Galleries, and has studied the literature of art as well, exhibits them to the students and gives a critical explanation of the works of great artists. In this way Giotto had been recently treated, much to the pleasure and profit of the audience.

The day of the students is somewhat as follows:

They rise at seven, and, after an hour's study, take breakfast. The students make their own beds before going down to the School, where they spend the morning, as I have previously described, in learning and teaching. Dinner is at 1-30. Rest and recreation follow until four o'clock Tea. Time is now found for special study, such as Languages, Needlework, and Manual Training. Tea is served at seven, and in the evening the routine is varied by occasional lectures such as I have named in connection with the Universities and County Councils.

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I.—THE PRACTISING SCHOOL.

Miss Mason's intention is to train ladies who will teach in a family, not those who intend to teach in a school. The teacher in a school has to learn how to impart instruction to a number of children of nearly the same age and attainments, that is, to take charge of a class. In a family, on the contrary, the teacher has to deal with a few children differing in age and sex, and less subject to the regulating influences of work in a class. This distinction is obviously one of importance, and Miss Mason deals with it in an original way. Instead of being set to teach a class of children of the same age and attainments, the students are placed in charge of a small group of four children composed of boys and girls of various ages. The training of the Governess for the family is thus quite different from that of the teacher for the school. The students are divided into Seniors and Juniors according to the length of time they have been in the House. Only the Seniors are made responsible for the work of a group. These work in pairs, and each pair takes charge of a group for one week at a time under the superintendence of Miss Mason. The Practising School and the Students' Classes are held in premises consisting of a hall and a few convenient class rooms.

The first lesson I heard was one on "Leaves." The age of the children to whom it was given was about twelve years. It was illustrated by more than a dozen different kinds of freshly-gathered leaves and a few which had been made into "skeletons." The teacher had a black board and sketched with facility the particular points which she wished to emphasize. Different kinds of leaves were exhibited and distinguished according as they had three parts, two parts, or only one. Net-veined leaves were contrasted with parallel-veined, and when the fact of the distinction was clearly observed and apprehended by the children, the correct name (petiole, stipule, &c.) was carefully impressed, and not before. The

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second lesson was on "Mat-plaiting" for children of six. Clumsy and awkward little fingers were taught to interweave strips of paper without tearing them, so as to form a simple pattern. The task is sufficiently hard to train both the hand and the eye, and yet sufficiently easy not to exhaust the patience of the most unpractised beginner.

The third lesson was in French. The children were about eight, and the method adopted was that of M. Gouin. The children walked towards the door, saying as they did so "*Je marche vers la porte.*" By questions they learnt to analyse the sentence into "*Je marche,*" "I walk," and "*la porte,*" "the door." They reach the door and then learn to say "*J'arrive à la porte.*" This they analyse as before into "*J'arrive*" and "*la porte,*" and then repeat the first action and sentence. By degrees other actions and sentences are accumulated, such as knocking, opening, and closing. The children express in a complete sentence an action of some kind while they actually perform it, and then separate the sentence into its leading words. I also heard lessons on English Grammar based on the modern analytic treatment, a lesson on Natural History, and one in Drawing which was partly taught by the method of dictation.

II.—THEORETICAL INSTRUCTION.

Having described the practical work of the students with their little groups of children, I will now give examples of the theoretical instruction which was imparted in my presence.

In the large hall I saw the students practise (1) Swedish Drill with musical accompaniment. Each student learns to lead the drill in turns. (2) Kindergarten Games with and without songs, among which I noticed a very pretty French action song which would develop a sense of the French accent in a pleasant way.

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It is right that those heads of families who seek the advantage of assistance in rearing their children should enquire into the social position of those whose help they require. The ladies who are trained at the House of Education are daughters of Clergymen, Officers in the Army, Professional men, and Merchants. Miss Mason has taken special steps to secure that the children in the school shall attain some fixed standard of proficiency. Many parents who educate their children at home are in a state of uncertainty as to how far their children keep pace with other children of their age. Miss Mason has drawn up a syllabus of work for a year showing the extent of the studies of the different children in her practising school. Parents can obtain the syllabus and follow it. Periodical examinations are held in connection with the syllabus, and the papers can be procured by any one who joins in this scheme. The papers worked by the children can be sent to Miss Mason for revision. This arrangement enables children who are scattered about in separate families to keep pace as though they were taught in the same school, and hence Miss Mason calls it "The Parents' Review" School.

I have only to say in conclusion that I was deeply impressed by the earnest and business-like way in which the students in the House of Education addressed themselves to their work, and I do not doubt that they will devote themselves to the care of children with exceptional zeal and knowledge.

T. G. ROOPER.

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